

Title I, Part C: Migrant Education Program

Identification and Recruitment Manual



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I. Introduction to this Manual

This manual is intended as a guide for conducting Identification and Recruitment for the Migrant Education Program in Indiana. Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

This manual was created by the Indiana Department of Education It is in compliance with and largely based on the following documents:

- Indiana's Comprehensive Needs Assessment (CNA)
- Indiana's Service Delivery Plan (SDP)
- Non-Regulatory Guidance for Title I, Part C (2010)
 - Selected Chapters Revised March 2017
- National ID&R Curriculum (2017)
- Migrant Education Program ID&R Manual (2018)
- The National COE
- Technical Assistance Guide on Re-interviewing (2010)

II. Terminology

AS	Actively Sought
BAM	Born After the Move
CAMP	College Assistance Migrant Program
COE	Certificate of Eligibility
CNA	Comprehensive Needs Assessment
COS	Continuation of Services
CSPR	Consolidated State Performance Report
DOB	Date of Birth
E	Engage
ED	U.S. Department of Education
EI	Eligibility Interview
ELL	English Learner
ELP	English Language Proficiency
EN	Economic Necessity
ESL	English as a Second Language
EOE	End of Eligibility
ESEA	Elementary and Secondary Act of 1965, as amended
ESSA	Every Student Succeeds Act
FERPA	Family Educational Rights and Privacy Act
GED	General Educational Development
HEP	High School Equivalency Program
HSED	High School Equivalency Diploma
I	Individual
IDOE	Indiana Department of Education
ID&R	Identification and Recruitment
IMEP	Indiana Migrant Education Program
LEA	Local Educational Agency
LOA	Local Operating Agency
M	Move
MB	Multiple Birth
MC	Migratory Child
MEP	Migrant Education Program
MF	Migratory Fisher
MAW	Migratory Agricultural Worker
MOU	Memorandum of Understanding
MRC	Migrant Regional Center
MSIX	Migrant Student Information Exchange (National Data System)
MQW	Migratory Qualifying Worker
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind Act of 2001
NRG	Non-Regulatory Guidance

OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
QM	Qualifying Move
QW	Qualifying Work
R	Residence
RD	Residency Date
RHM	Recent History of Moves
SDP	Service Delivery Plan
SEA	State Educational Agency
SAM	Soon After the Move

III. Purpose

The purpose of this manual is to assist Indiana Migrant Education Recruiters in completing the entire range of tasks which they may be called upon to perform.

Identifying migrant children and enrolling them in the MEP are the two primary functions of the recruiter. This manual provides detailed explanations and samples designed to ensure that the recruiter fully understands who is eligible for the services of the Migrant Education Program.

Recruiters are the first contact with our migrant families and we need to ensure we ask accurate questions and provide adequate information to our migrant students and their families.

Our main goal is to recruit and identify any eligible migrant student in our state. Please don't take this document as a final since it may be updated based on regulations updates and the state's needs.

IV. Background of the Migrant Education Program (MEP)

Children of migrant farmworkers are impacted by a mobile lifestyle that creates discontinuity of schooling, social and cultural isolation, extreme poverty, and poor health. Many migrant children also need support to assist them with becoming proficient in English to succeed in school. They have unique needs that differ from those of the general school population in the US, often lacking school readiness skills, starting school at an older age than non-migrant students, never having been enrolled in school previously, or having attended only a few years of elementary school (Chavkin & González, 2000). These factors are compounded by issues of social isolation, the need for knowledge about how to access community resources and postsecondary education, and the need for creative ways to involve their parents who work long hours to support the family.

The National Agricultural Worker Survey (NAWS) (Carroll, et al., 2015-16) estimated that there are over three million migrant and seasonal farmworkers in the US. These migrants are primarily Hispanic (94%), have Spanish as their native language (77%), and have an eight grade median level of education. This same study reports that total family income averaged between \$20,000 and \$24,999 and that 33% of all farm workers had family incomes below the poverty level.

Migrant farmworkers typically live in housing that is overcrowded, lacking adequate sanitation and working appliances, and structurally defective. Housing often consists of rundown farmhouses, field barracks, or small shacks (Housing Assistance Council, 2018). The NCFH describes the agricultural industry as one of the most dangerous in the United States. Migrant workers risk injuries from farm machinery, they're subjected to pesticides and other chemicals commonly used in farms and are exposed to diseases caused by poor sanitation. According to NAWS in 2015-2016, fifty-seven percent of farmworkers reported living in detached, single-family houses, twenty percent said they lived in a mobile home, and thirty-three percent of farmworkers live in housing units in which the number of persons per room was greater than one and four percent live in various other types of housing including duplex, triplex or dormitories.

To address the unique needs of the children of migrant farmworkers, the Migrant Education Program (MEP) was established in 1966 through an amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2015. The MEP provides supplemental instructional and support services to migrant students during the regular school year and during the summer term. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a high school equivalency) that prepares them for responsible citizenship, further learning, and productive employment. (US Department of Education's (ED's) Office of Migrant Education [OME] website, 2018).

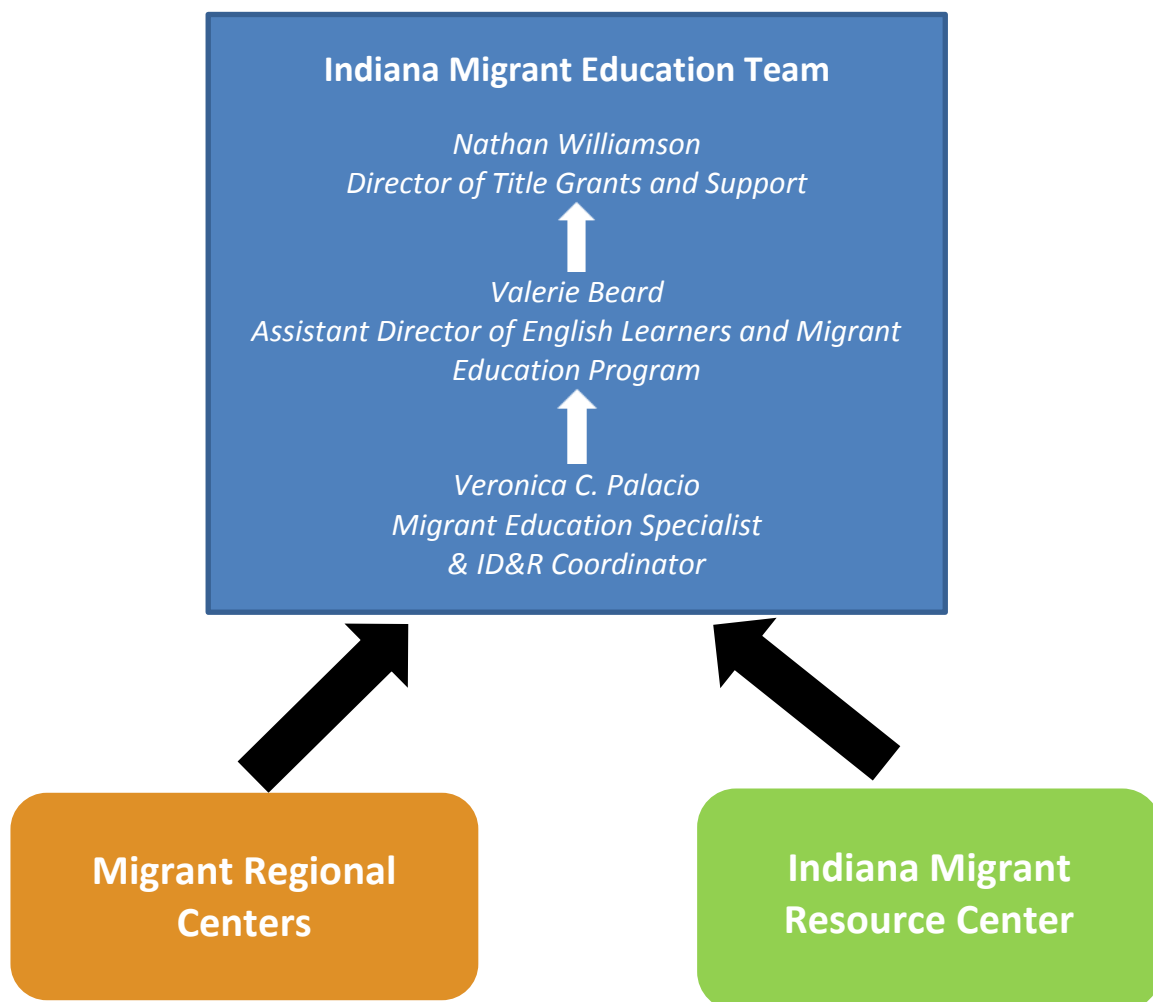
Using the most recent data available, OME reported that SEAs identified approximately 223,763 eligible migrant children and youth. 42% of these children were considered limited in English proficiency, 33% were Priority for Service (PFS), and 12.5% were out-of-school youth (OSY). Six states (California, Texas, Washington, Florida, Oregon, and Alaska) identified approximately 67% of the eligible migrant students nationally. Our 2016-17 Comprehensive State Performance Report shows that Indiana served 98% of its total eligible students and 95% of its OSY students.*

(*Taken from the Ed Data Express website, nationwide information for the 2016-17 Performance Period)

V. Indiana Migrant Education Program Organization

The Indiana Migrant Education Program (IMEP), funded through Title I, Part C, is administered directly by the Indiana Department of Education. The IDOE retains accountability and authority for the effective implementation of the program for Indiana migrant students. IDOE has appointed Migrant Regional Centers to oversee IMEP implementation. The Migrant Regional Center Directors have been delegated local control of daily operations of the IMEP in their designated region, including staffing, curriculum, and program structure aligned to the needs of migrant students identified through the State Comprehensive Needs Assessment and Service Delivery Plan, although the IDOE maintains ultimate responsibility.

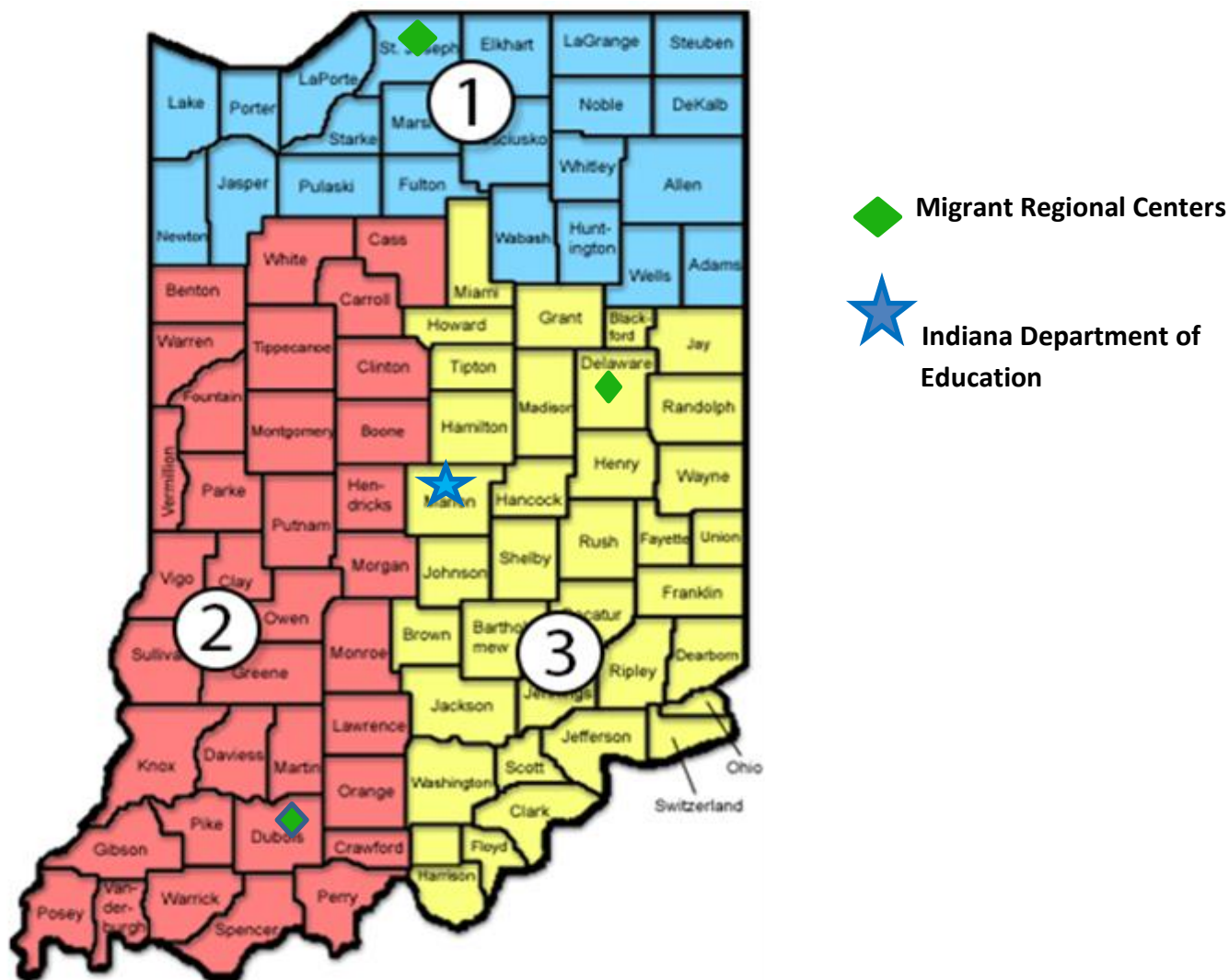
To support cohesive and collaborative efforts for migrant students across the state, the IDOE has established the Indiana Migrant Resource Center. The Migrant Resource Center Director and Technology Director report directly to IDOE and are responsible for supporting statewide initiatives in technology, school readiness, college and career readiness, and other areas identified by IDOE in collaboration with IMEP staff. The Indiana Migrant Resource Center staff are responsible for consulting with leaders in each region to collaboratively identify areas of need and to align support accordingly.



VI. Recruiter Responsibilities and Common ID&R Practices

ID&R is the most important aspect of the Migrant Education Program, as the number of students identified directly affects the amount of funding the state receives for the program each year—thereby directly affecting the quantity and quality of services available to migrant students in our state. Recruiters are hired to perform Identification and Recruitment in one or more of Indiana’s three MEP regions. The recruiter must identify all eligible children in his or her assigned region and recruit them into the Migrant Education Program, using a Certificate of Eligibility.

The map below shows IMEP’s three regions and the location of the migrant center within each region



Additional information, including contact info, for each region may be found on IDOE’s website at: <https://www.doe.in.gov/elme/migrant-101>

The following section seeks to further explain a recruiter's job responsibilities and common ID&R practices, using a question and answer format.

Recruitment vs Identification

Recruitment means making contact with migrant families explaining the Migrant Education Program (MEP), securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a Certificate Of Eligibility (COE).

Identification means determining the location and presence of migrant children.

1. How does a recruiter spend his/her time?

- **Family Interviews** – The first, and most important job of a recruiter is to interview families in order to enroll their children in the Migrant Education Program. Everything else a recruiter does supports this goal.
- **Completing the COE** – A recruiter's finished product is the Certificate of Eligibility (COE), created during the family interview. This is a form which certifies a child's eligibility for the MEP. Much of a recruiter's job is to ensure that all information on the COE is correct and to correctly input that data into our Indiana database.
- **Networking** – In order to find migrant children, a recruiter must effectively follow leads generated from the Indiana Migrant Education Program's established network and expand that network through his/her own activities.
- **Driving** – Recruiters' assigned regions are large, with children and schools distributed throughout them. Recruiters must plan ahead and use mapping tools to cover these distances as efficiently as possible. (MRCs will provide appropriate tools and support to cover the recruiter's entire region—most will provide the recruiter with a rental car during the summer.)
- **Communication with IDOE** – With recruiters distributed across the state, communication, and teamwork require special effort. Recruiters are required to make scheduled phone calls with MEP staff, submit written activity reports, and attend periodic meetings at IDOE, as well as any activities required by their Migrant Regional Center (MRC).

2. What is necessary to be an effective recruiter?

- **MEP-specific Knowledge** – This includes MEP Eligibility Criteria, the proper way to complete a COE, and local organizations that work with migrant families. This knowledge will be communicated during the initial recruiter training, and during periodic refresher training sessions conducted by IDOE.

- **Language and Communication** – Many migrant workers in Indiana only speak Spanish, while others prefer English or another language. IDOE communications are primarily conducted in English. Recruiters need to be bilingual in Spanish and English and be able to employ both informal and formal communication.
Communication and collaboration are crucial for an effective recruiter. Not only to be able to communicate with migrant children and their families, but to be able to work as a team member for the MEP.
- **Technology** – Recruiters use many forms of technology and tools to effectively perform their job, some of which may be new to the recruiter. Learning to independently use these tools in the field is essential to becoming an effective recruiter. These include a rental car, GPS, a laptop, a “smart” phone, Microsoft Office, and online map and search tools.
- **Non-standard Hours** – No time of the day is always best for recruiting. Recruiters may find themselves working early or late, during the work week or on the weekend, depending on recruiting needs in their region. Recruiters are expected to work during those hours when they can best hope to find migrant families.
- **Planning and Reporting** – While recruiters are sometimes assigned defined tasks or leads by MEP staff, many tasks are arranged independently based on what the recruiter has found in their networking. Recruiters are responsible to plan their own schedules and must always be able to report their activities in detail back to MEP staff.
- **Flexibility** – Indiana’s main recruiting season is short and families move quickly. Just when a recruiter has mastered one task, they will finish it and move on to another. A recruiter must be mentally prepared for anything and committed to the team’s overall goal of identifying and recruiting all eligible children in Indiana. MRCs will provide recruiters with the flexibility to maintain recruiting as the number one priority and to spend the maximum amount of time recruiting during the summer months.

3. Where do families migrate to Indiana from?

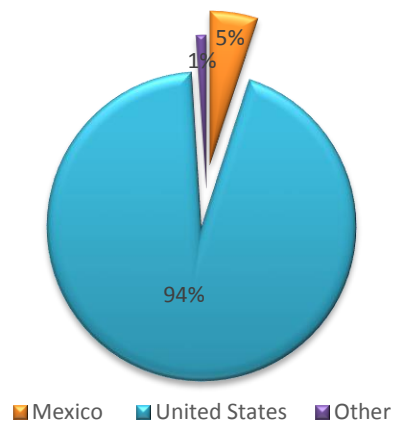
These data are taken from the MSIX “General Move To Report”, filtering for qualifying moves to Indiana in a two-year period of time September 1st of a given year to August 31 of two years later. The Migrant Student Information Exchange (MSIX) is a data sharing initiative of the U.S. Department of Education.

Total Percentage of Moves to Indiana

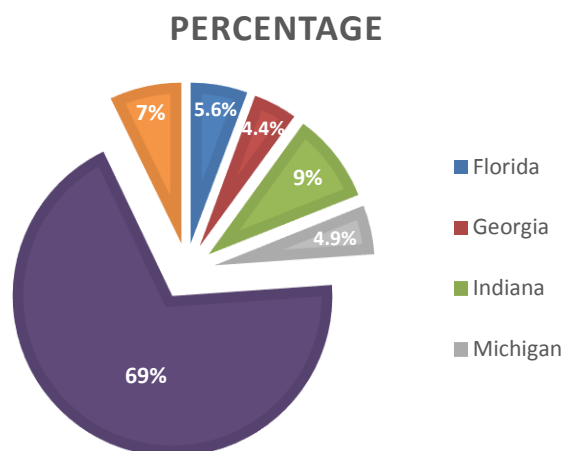
The chart below shows the mobility of our migrant families to Indiana. Five percent of our identified migratory children moved from Mexico, one percent moves from Central and South America, Asia and Caribbean.

Within the nine-four percent of identified migratory children moved within the United States, four percent are from Georgia, five percent are from Michigan, almost six percent are from Florida, and sixty-nine percent are from Texas. We have approximately 7 percent of our students moving from other states.

Moved to Indiana



Moves to Indiana Within United States



4. From where does a recruiter get leads?

- **IDOE's established relationships** with farmers, companies, hotel owners, etc.
- **MSIX Move Notifications** – Other states' MEPs use MSIX to inform the Indiana MEP of students who plan to move to Indiana.
 - **H2-A Guest Worker Visa Program** (<http://icert.doleta.gov/>) – United States Department of Labor which provides information for H2A visa workers coming to work as seasonal or temporary employers.
- **The recruiter's personal ID&R network**
 - Families who have completed a COE
 - Farmers, companies, hotel owners and community members with whom the recruiter develops a relationship
- **School Work Surveys** [Click here](#) Every school in the State of Indiana is required to administer the Migrant Work Survey when enrolling all students in school. Work surveys where families have indicated the possibility of migrant work are then forwarded to recruiters or MRC staff.
- **Local MEP Project Personnel** – School personnel often have personal knowledge of migrant students in their own community.
- **Past Migrant Residences** – Recruiters can visit residences where migrant families have resided in past years, as documented in previously completed COEs.
- **Other social services:**
 - **Proteus** (Proteus, <http://www.proteusinc.net/>) – An Iowa-based non-profit that provides adult employment assistance, as well as health and job training programs
 - **Indiana Health Center** (<http://www.indianahealthonline.org/>) – Health clinics which provide affordable health care to low-income families
 - **Food Pantries** – Many local food pantries serve migrant families specifically or as part of the general population, <https://www.foodpantries.org/st/indiana>
 - **Head Start & Early Head Start in Indiana** <https://www.in.gov/fssa/carefinder/2679.htm> is a federal program that promotes the school readiness of children under five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in many areas such as language, literacy and social and emotional development.
 - **Indiana Legal Services** (<http://www.indianalegalservices.org/>) – A nonprofit law firm that provides free civil legal assistance to eligible low-income people in Indiana.

5. Why does the Indiana MEP conduct ID&R?

Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

6. What services do the children we recruit receive?

Students enrolled in the Migrant Education Program are categorically eligible for free lunch and textbooks, which is the most basic service our students receive. In Indiana, all MEP services are delivered through our Migrant Regional Centers (MRCs), which are three centers located throughout the state. Each center covers one migrant region of the state, and serves all students residing in their region, regardless of their location within the region. This allows Indiana to serve all migrant students in our state. These supplemental services are provided both during the regular school year and during summer. Examples of services provided by Indiana's MRCs include:

- Summer school programs
- Tutoring during and after school
- College visits
- Credit accrual programs
- Technical classes
- Individualized programs
- Technology

Additionally, the very act of meeting a recruiter and completing a COE can be beneficial for migrant families:

- MEP recruiters help orient a family to their new community, provide information on how to enroll in school, and can refer families to other service providers.
- The MEP can coordinate with a student's home-base school to find out school results, to help with appropriate credit accrual, or to administer necessary exams for graduation (e.g. STAAR for students from Texas).
- A completed Indiana COE is uploaded to MSIX and becomes available for other states' MEPs to view. This helps a family establish history within the program and more easily qualify to participate in other states' MEPs.

- Ultimately, Indiana’s migrant student count determines federal funding for the Indiana MEP, allowing IDOE to provide services to MEP students in future years.

7. What are safe recruiting practices?

- Do not visit families after dark. This helps ensure the recruiter’s safety and makes families feel secure.
- If you feel unsafe or uncomfortable, leave the situation. You can return later, accompanied by another recruiter.
- Drive safely and legally. Do not – under any circumstances – look at text messages while driving.
- Treat others with respect and professionalism, especially members of the opposite sex. This will help to ensure both the recruiter’s safety and professional reputation.
- Keep your cellular phone charged at all times.
- Inform someone about where you plan to visit before leaving.
- Pay attention to dangerous weather conditions and seek shelter when appropriate.
- Be careful of pets and other animals.

8. What kinds of housing do migrant families typically use?

Migrant families can and do live anywhere. The most iconic housing used by migrant workers is the “migrant farm camp”. This is housing specifically built for migrant farm workers, typically owned by the employer and located near the job site. Camps range from a few rudimentary shacks to large modern dormitories. Migrant camps have been the subject of much criticism due to often poor living conditions. Such camps are required to be registered with the state to allow for inspection of housing conditions.

Typical types of housing used by migrant workers in Indiana today include:

- Migrant camps
- Motels
- Apartment complexes
- Trailer parks
- Single-family houses

9. What are a crew and a crew-leader?

Farmers or companies who need to complete temporary or seasonal agricultural tasks often contract with a “crew-leader” whose job it is to gather a crew of workers to complete the task. It is essential to develop a relationship with crew-leaders whenever possible. What follows is a common example of how this type of arrangement might work:

In January, Crew-leader Jimenez contracts with 10 Indiana farmers to detassel their corn in July. In March, Crew-leader Jimenez travels to Texas to recruit 50 workers. In late June, Crew-leader Jimenez and his crew of 50 workers drive together in a school bus from Texas to Indiana. Crew-leader Jimenez has rented 25 rooms at Motel X for the next 5 weeks; the workers pay him for lodging and he pays the motel. Each day, the crew rides the bus to the farms which have contracted Crew-leader Jimenez to detassel corn; the farmer pays Crew-leader Jimenez and he pays the workers. When all of the work is done, the crew packs up the bus, they check out of the hotel, and everyone rides home to Texas.

Details and variations on this scenario:

- Not all workers have crew-leaders. Many workers are hired independently, and some farmers hire crews directly (i.e. they do not use a crew-leader).
- Work crews are also hired locally, but only families who have moved across school district lines to obtain work can qualify for the MEP.
- A family's "home base" is the place where they live most of the year. Most migrant families have a home base in Texas or Florida, though some are based in Indiana.
- Some or all the workers in a crew could drive separately from their home base. Many workers do not come directly from - or return directly to - their home base. They might work in several states before returning home.
- Some members of the crew may stay longer or shorter amounts of time in Indiana than the rest of the crew.
- Some workers – especially those with children – might decide not to lodge with the rest of the crew and instead find separate accommodation.
- Some crews do not lodge together at all. For example, they may be spread in apartments or houses throughout a town. In this case, it is essential to ask the crewleader for a list of the residences.
- The crew may include families or may be entirely composed of single people. Be careful to find out if any of the young men or women qualify for the MEP.

10. Tips for conducting the family interview:

1. Whenever possible:
 - a. Call ahead to make an appointment.
 - b. Visit at the time that is most convenient for the family, preferably during daylight hours.
2. If you visit once and do not find the family:
 - a. Leave a door hanger with your contact information
 - b. Do a second visit trying a different time of day.
 - c. Always keep in mind families' daily schedules.
3. Before the interview,
 - a. gather information about schools and social services available in the area
 - b. Search in our state database for students (prior identification).

4. Wear your employer badge on a lanyard to identify yourself and wear appropriated clothing to make the family feel at ease.
5. If a child answers the door, ask for their parent.
6. The interviewee should normally be:
 - a) a parent/guardian of the child, or
 - b) the child himself if he will be the recorded as the “worker” on the COE.
 - c) Note: If anyone else acts as the interviewee and signs the COE, this should be explained in the Additional Comments section of the COE.
7. Explain that you work with the schools in Indiana in a program for migrant farm workers. Many families are already familiar with the MEP from prior interactions in Indiana or another state. Be careful not to confuse the term “migrant” with the term “immigrant” as the latter can be a sensitive term.
8. If necessary, ask the family whether they would prefer to use English or Spanish.
9. After introductions, start by asking the family key eligibility questions to determine if their child(ren) qualifies for the MEP.
10. If it seems like the family’s child(ren) will qualify, ask whether they would be willing to complete a COE. Explain that the form will take about 10 minutes to complete. You should be ready to describe the benefits of the MEP if families are initially reluctant to participate.
11. Explain that you are completing the COE to determine *whether* the child(ren) qualifies for the MEP and that someone may contact them by telephone or in person to follow up. A COE does not establish the eligibility of a child for the MEP until it has been reviewed by an appropriate staff member.
12. Ask the COE questions clearly and deliberately. Repeat names, dates, and locations to make sure you have understood correctly. Ask if birth certificates or other documents are available for reference. (Applicable when the parent/guardian/spouse is not sure of how the name(s) are spelled.
 - a. If demographic information has errors, the MEP has difficulty associating the student with his/her past records. This mismatch prevents the MEP from meeting its goal of facilitating smooth records transfers for migrant children between schools, a practice which can significantly relieve the educational disruption caused by frequent moves.
 - b. If eligibility information has errors, students may incorrectly receive or be denied participation in the MEP. This would represent a misuse of federal funds.
13. Complete the COE neatly and completely, in **blue ink color**. COE reviewers will return illegible or improperly completed COE forms to the recruiter for him or her to copy onto a new form.
14. One benefit of the family interview is that it allows the recruiter to address pressing concerns of migrant families. However, the scope of what the MEP can do is limited; mostly, recruiters can provide school information and refer families to available community services. **Recruiters should not make promises they cannot fulfill.** If a recruiter commits to doing something for the family (e.g., call the family later with

contact information for a social service), the commitment must be documented in the Additional Comments section of the COE and resolved promptly. The COE reviewer will follow up with the recruiter to make sure his commitment was kept.

VII. Determining Eligibility

The federal law which authorizes the Migrant Education Program (Title I, Part C of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015) provides detailed guidelines of exactly which children qualify to participate in the Migrant Education Program. It is imperative that the Indiana MEP conform to these rules. If the state uses MEP funds to serve ineligible children, less funding will be available to serve eligible migrant children. Furthermore, the state may have to repay to United States Department of Education MEP funds spent on ineligible children. Thus, accurate eligibility determinations are critical in order for Indiana to have an effective, compliant MEP. The cycle of responsible eligibility decisions begins with the MEP recruiter.

Who is eligible to participate in the Migrant Education Program? The ED Office of Migrant Education provides the following definition:

A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
 - a. the child is entitled to a free public education (through grade 12) under state law, or
 - b. the child is not yet at a grade level at which the LEA provides a free public education, and
2. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
3. The child moved due to economic necessity from one residence to another residence, and
 - a. From one school district to another; or
 - b. In a state that is comprised of a single school district, has moved from one administrative area to another with such district, or (This statement is not applicable in Indiana)
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence (NRG, Ch, 11, A1)

On the following pages, the above definition and the terms used are clearly explained. Examples are provided to help the reader learn how to make eligibility determinations.

Eligibility determinations always require careful thought and attention. Any time a recruiter has a question regarding whether a child or youth is eligible for the program, he or she should ask the state ID&R Field Specialist or the IDOE Migrant Education Specialist for help.

Migrant Terms and Definitions

Migratory child

1. A child who is a migratory agricultural worker or a migratory fisher; or
2. A child who, in the preceding 36 months, has moved from one school district to another in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher

Migratory agricultural worker (MAW)

An individual who made a qualifying move in the preceding 36 months and, soon after the move, engaged in new temporary or seasonal employment or personal subsistence in agriculture.

Migratory Fisher (MF)

An individual who made a qualifying move in the preceding 36 months and, soon after the move, engaged in a new temporary or seasonal employment or personal subsistence in fishing.

Migratory Qualifying Worker (MQW)

A worker who is either a Migratory Agricultural Worker (MAW) or Migratory Fisher (MF).

Qualifying Move (QM)

A change from one residence to another, or traveling from one place to another due to economic necessity.

Engage (E)

The worker must only have moved due to economic necessity from one residence to another and from one school district to another and have either (1) engaged in a new qualifying work soon after the move (within 60 days) or (2) if the worker did not engage in a new qualifying work soon after the move, actively sought employment and had history of moved for qualifying work. (See C1, C2 and C4 of the NRG).

Workers Who moved and Did Not Engage in Qualifying Work

For those parents/guardians and spouses of migratory children who moved and did not engage in qualifying work soon after the move, and for children who would qualify as migratory workers on their own, the definitions in section 1309 of the ESEA permit one who has moved and not engaged in qualifying work soon after the move to be considered a migratory agricultural worker or migratory fisher if the individual actively sought such employment AND has a history of moves for temporary or seasonal agricultural or fishing employment.

Actively Sought (AS)

The individual took positive actions to seek work (applied for qualifying work, moved reasonably believing work would be available) within 60 days of arrival. Worker's statement is sufficient to establish that he or she actively sought qualifying work (comment needed). No supporting documentation is required beyond a worker's statement and the recruiter's use of the comment section.

Qualifying work (QW)

Temporary employment, seasonal employment or personal subsistence in agricultural work or fishing work.

Agricultural Work (AW)

The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.

Crop

A crop is a plant that is harvested for use by people or by livestock

Livestock

This term refers to any animal produced or kept primarily for breeding or slaughter purposes, including but not limited to, beef cattle, hogs, sheep, goats and horses.

Fishing Work (not typically found in Indiana)

The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.

Seasonal employment

Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

Temporary employment

Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely, or the State Educational Agency (SEA) has determined on some other reasonable basis that the employment is temporary.

Personal Subsistence

The worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

Recent History of Moves (RHM)

Within 36 months of eligibility interview. Since the word "moves" is plural, at least 2 other separate moves must have been made resulting in the engagement of qualifying work. The moves must be due to economic necessity from one residence to another.

Worker's statement should include detailed information recent history of moves (comment needed). No supporting documentation is required beyond the worker's statement and the recruiter's use of the comment section (NRG Chapter II, C13-C18).

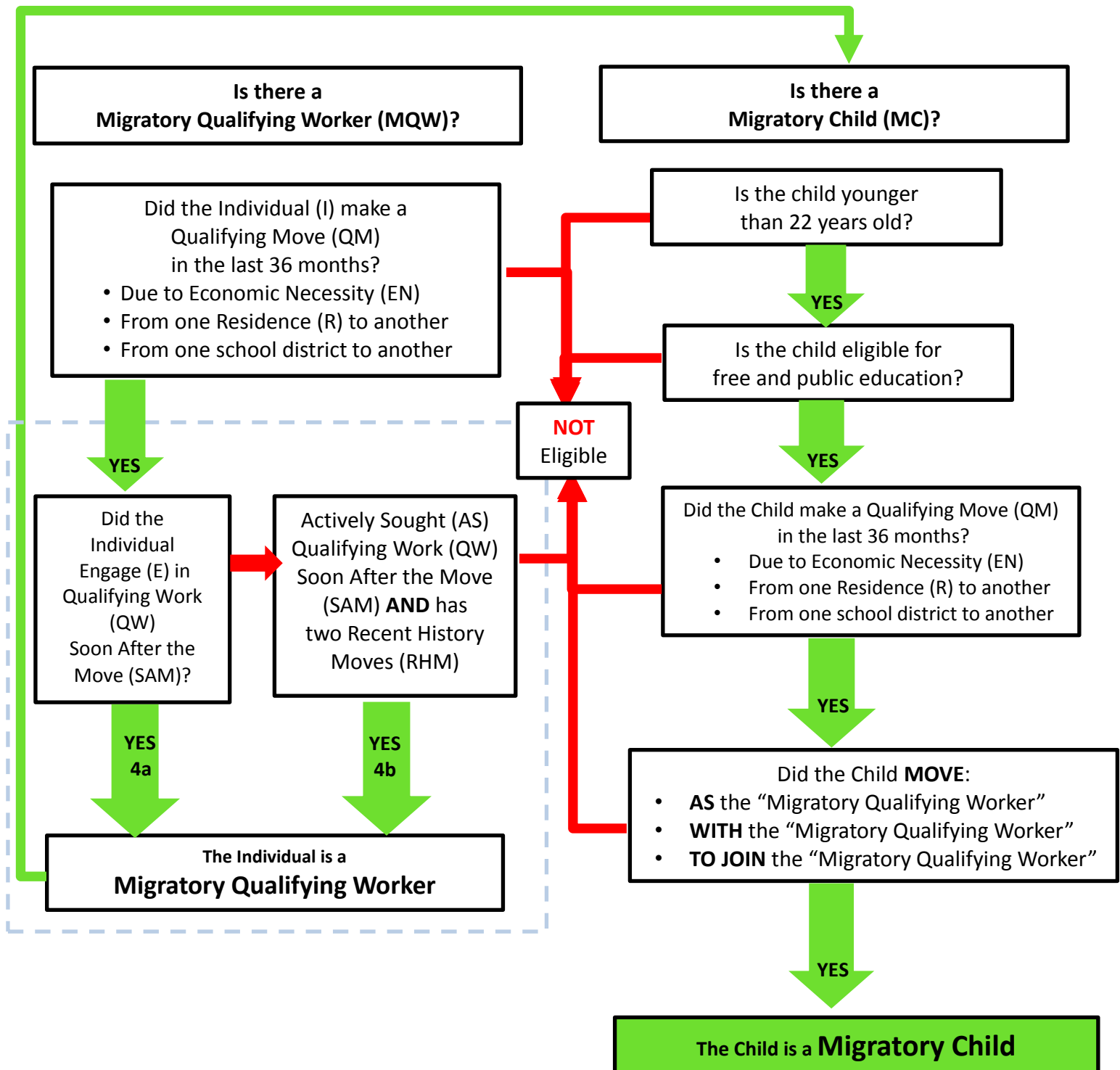
Residence

Is a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc. may serve as a residence.

Soon After the Move (SAM)

Within 60 days of the worker's move. 60 days window allows for extenuating circumstances which would delay an individual's engagement in new qualifying work immediately after a qualifying move, while still providing a reasonable temporal connection between the move and the worker's engagement in qualifying work. (NRG Chapter II C5).

Eligibility Flow Chart



The Individual moved and Soon after the Move (SAM) ...

Engaged in
Qualifying Work (QW)

Did NOT Engage in
Qualifying Work (QW)

The individual
is a Migratory
Qualifying Worker
(MQW)

Actively Sought (AS)
Qualifying Work (QW)
AND has
Recent History of Moves (RHM)

The individual
is **NOT** a Migratory
Qualifying Worker
(MQW)

The individual
is a Migratory
Qualifying Worker
(MQW)

Possible Eligibility
Sec III. 4a

Possible Eligibility
Sec III. 4b

Agricultural Crops and Activities in Indiana

To date, the following crops and activities have been recognized as acceptable agricultural work with regard to eligibility for the migrant education program: If recruiters find what they may consider a new activity the must to send: name of the activity, seasonal or temporary information and a video showing the activity to the Indiana Migrant Ed. Specialist for the revision.

Activities

- | | | | |
|-----------------|----------------|---------------|-----------------|
| • Administering | • Dehorning | • Leveling | • Rooting |
| • Applying | • Degraining | • Loading | • Rowing |
| • Bailing | • Detasseling | • Maintaining | • Separating |
| • Bedding | • Digging | • Milking | • Setting |
| • Branding | • Disking | • Mixing | • Shaping |
| • Budding | • Driving | • Moving | • Shearing |
| • Building | • Extracting | • Operating | • Shelling |
| • Burning | • Farrowing | • Packing | • Shipping |
| • Caging | • Feeding | • Peeling | • Skinning |
| • Canning | • Fencing | • Picking | • Slaughtering |
| • Care | • Fertilizing | • Planting | • Sorting |
| • Catching | • Gathering | • Plowing | • Spraying |
| • Cleaning | • Grading | • Plugging | • Spreading |
| • Clipping | • Grafting | • Poisoning | • Stacking |
| • Coating | • Grinding | • Pollinating | • Staking |
| • Combing | • Harrowing | • Preserving | • Storing |
| • Controlling | • Harvesting | • Processing | • Tagging |
| • Corralling | • Hauling | • Pruning | • Thinning |
| • Creating | • Herding | • Raking | • Transplanting |
| • Cultivating | • Inseminating | • Receiving | • Vaccinating |
| • Cutting | • Irrigating | • Removing | • Volunteering |
| • Deboning | • Labeling | • Repairing | • Weeding |
| • Defusing | • Laying | • Rouging | |

Crops

- | | | |
|--------------------|-------------|------------------|
| ○ Apples | ○ Cucumbers | ○ Squash |
| ○ Asparagus | ○ Eggs | ○ Strawberries |
| ○ Broccoli | ○ Hay | ○ Sweet Corn |
| ○ Brussels Sprouts | ○ Jalapenos | ○ Sweet Potatoes |
| ○ Cabbage | ○ Mint | ○ Tobacco |
| ○ Cantaloupes | ○ Onion | ○ Tomato |
| ○ Cows | ○ Peaches | ○ Turkey |
| ○ Cherries | ○ Peppers | ○ Watermelons |
| ○ Chicken | ○ Pigs | ○ Zucchini |
| ○ Christmas Trees | ○ Potatoes | |
| ○ Corn | ○ Soybean | |

Eligibility Scenarios

Eligibility: Scenario 1

A year ago, Ruben Gomez and his sons, Andy, 17, and Rudy, 15, arrived in your community, Seymour, IN. The family has a long history of moves for seasonal agricultural work. They moved from Lafayette, IN to obtain seasonal employment picking tomatoes but could not find work due to a drought that had limited the field work available. Mr. Gomez, instead, found temporary work at a local tire shop. He enrolled Andy and Rudy in school shortly after they arrived. 20 days later, Ruben and his sons were hired by a farmer to fertilize cotton.

Are the Gomez children eligible for Migrant Education Program (MEP) services?

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
FACTOR 1: CHILD'S AGE	
The child is younger than 22 years old on the date of the interview.	
FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS	
<input type="checkbox"/> The child is entitled to a free public education through grade 12 under state law*, OR <input type="checkbox"/> The child is not yet at a grade level at which the school district provides a free public education.	
FACTOR 3a: CHILD'S QUALIFYING MOVE	FACTOR 3b: CHILD'S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER
The child moved within the 36 months preceding the date of the interview <input type="checkbox"/> due to economic necessity, AND <input type="checkbox"/> from one residence to another residence, AND <input type="checkbox"/> from one school district to another.	The child's QUALIFYING MOVE in FACTOR 3a was as a migratory agricultural worker or migratory fisher, or was made with, to join or to precede a parent, guardian, or spouse who is a migratory agricultural worker or a migratory fisher (as determined in Factors 4a and 4b).
FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE	FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER
The parent/guardian/spouse or child (if the child is the worker) moved within the 36 months preceding the date of the interview <input type="checkbox"/> due to economic necessity, AND <input type="checkbox"/> from one residence to another residence, AND <input type="checkbox"/> from one school district to another.	After the QUALIFYING MOVE in Factor 4a, the parent/guardian/spouse or child (if the child is the worker) <input type="checkbox"/> engaged in new QUALIFYING WORK (QW) soon after the move, OR <input type="checkbox"/> did NOT engage in new QW soon after the move, but he or she <input type="checkbox"/> actively sought new QW, AND <input type="checkbox"/> has a recent history of moves for QW. AND The work is <input type="checkbox"/> seasonal employment, OR <input type="checkbox"/> temporary employment, OR <input type="checkbox"/> for personal subsistence. AND The work is <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing.
Additional Comments:	

Eligibility: Scenario 2

On December 1, 2017, Raul, a 14-year-old 8th-grade student, moved from Rochester, New York, to Belle Glade, Florida, with his parents. The next day his father began his seasonal job picking oranges. On October 15, 2018, the family moved from Belle Glade, Florida to Brockport, New York, to live with Raul's grandparents. The father found part-time work as a groundskeeper at a local hospital. The local recruiter located the family and conducted an interview on January 15, 2019. The recruiter is trying to sort out the various time frames for eligibility as they relate to Raul's family's qualifying moves that resulted in qualifying work to determine whether Raul is eligible for MEP services.

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM	
This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
FACTOR 1: CHILD'S AGE	
The child is younger than 22 years old on the date of the interview.	
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<input type="checkbox"/> The child is entitled to a free public education through grade 12 under state law*, OR <input type="checkbox"/> The child is not yet at a grade level at which the school district provides a free public education.	
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The child moved within the 36 months preceding the date of the interview <input type="checkbox"/> due to economic necessity, AND <input type="checkbox"/> from one residence to another residence, AND <input type="checkbox"/> from one school district to another.	" The child's QUALIFYING MOVE in FACTOR 3a was as a migratory agricultural worker or migratory fisher, or was made with, to join or to precede a parent, guardian, or spouse who is a migratory agricultural worker or a migratory fisher (as determined in Factors 4a and 4b).
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Additional Comments:	

Eligibility: Scenario 3

On April 1st of this year, Jeff and Marie Bates, both 20 years old, and their daughter Donna, 3 years old, moved to Beardstown, IL, from Hope, AR, looking for farm work. Both Jeff and Marie dropped out of high school in the 11th grade and need to work to support their family. When they arrived in Beardstown, Jeff found part-time, night work as a janitor at a melon packing shed. Marie found work cleaning houses.

Does anyone in the family qualify for MEP services?

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
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The child is younger than 22 years old on the date of the interview.	
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FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE	FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER
The parent/guardian/spouse or child (if the child is the worker) moved within the 36 months preceding the date of the interview <input type="checkbox"/> due to economic necessity, AND <input type="checkbox"/> from one residence to another residence, AND <input type="checkbox"/> from one school district to another.	After the QUALIFYING MOVE in Factor 4a, the parent/guardian/spouse or child (if the child is the worker) <input type="checkbox"/> engaged in new QUALIFYING WORK (QW) soon after the move, OR <input type="checkbox"/> did NOT engage in new QW soon after the move, but he or she actively sought new QW, AND <input type="checkbox"/> has a recent history of moves for QW. AND The work is <input type="checkbox"/> seasonal employment, OR <input type="checkbox"/> temporary employment, OR <input type="checkbox"/> for personal subsistence. AND The work is <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing.
Additional Comments:	

Eligibility: Scenario 4

In March of this year, the Gonzalez family moved from Carnation, WA, to work at a dairy farm near Fort Wayne, IN. The dairy farm owner said that the work was expected to last five months. The parents will be feeding and milking cows, cleaning stalls and other duties. The family typically moves throughout the Northwest to do this type of work. The Gonzalez take their three children, Dmitry, 18, Denis, 14, and Alexandra, 10, with them when they move. The parents enrolled Denis and Alexandra in school. Dmitry worked with his parents on the farm.

Do the children qualify for the MEP?

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM	
This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
FACTOR 1: CHILD'S AGE	
The child is younger than 22 years old on the date of the interview.	
FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS	
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Additional Comments:	

Eligibility: Scenario 5

Michael Adams lives in Tacoma, WA, with his wife and four children, all under age 18. On June 5th of this year, Michael moved to Homer, AK, to obtain seasonal employment as a salmon fisherman. The children were enrolled in the district's summer school program in Tacoma so they did not travel with dad. Mr. Adams moved back home on September 13th. The following day, Michael returned to his other job as a bus driver for the school district.

Do the Adams children qualify for the MEP?

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
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FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS	
<input type="checkbox"/> The child is entitled to a free public education through grade 12 under state law*, OR <input type="checkbox"/> The child is not yet at a grade level at which the school district provides a free public education.	
FACTOR 3a: CHILD'S QUALIFYING MOVE	FACTOR 3b: CHILD'S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER
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FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE	FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER
The parent/guardian/spouse or child (if the child is the worker) moved within the 36 months preceding the date of the interview <input type="checkbox"/> due to economic necessity, AND <input type="checkbox"/> from one residence to another residence, AND <input type="checkbox"/> from one school district to another.	After the QUALIFYING MOVE in Factor 4a, the parent/guardian/spouse or child (if the child is the worker) <input type="checkbox"/> engaged in new QUALIFYING WORK (QW) soon after the move, OR <input type="checkbox"/> did NOT engage in new QW soon after the move, but he or she <input type="checkbox"/> actively sought new QW, AND <input type="checkbox"/> has a recent history of moves for QW. AND The work is <input type="checkbox"/> seasonal employment, OR <input type="checkbox"/> temporary employment, OR <input type="checkbox"/> for personal subsistence. AND The work is <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing.
Additional Comments:	

Answers to Case Scenarios:

1. Eligible. Qualifying Move, found a qualifying work within 60 days
2. Eligible. Qualifying Move
3. Not eligible. Not engaged in a qualifying activity.
4. Eligible. Qualifying Move
5. Not eligible. Children did not move with the worker. May qualify in the future if the children move with the migratory worker.

Q/A section regarding Child Eligibility:

Q. If a migratory agricultural worker has a contract with a company to work in qualifying work, does that count as being engaged?

No. The Office of Migrant Education (OME) believes a signed contract for qualifying work does not automatically indicate that a worker is engaged in qualifying work. The worker is engaged when he or she has started performing the qualifying work.

Q. If a migratory agricultural worker is going through orientation with a company in order to work in qualifying work, does that count as being engaged?

The Office of Migrant Education (OME) considers an individual that is participating in orientation for qualifying work to be engaged in qualifying work, as employee orientation indicates the individual is an active employee, and thus, the individual has begun the first step in his or her work with that employer.

Q. Are the following activities considered qualifying work for purposes of the Migrant Education Program (MEP): hunting wild animals for personal subsistence and gathering wild plants, such as roots and tubers, for personal subsistence?

“Qualifying work” means temporary employment or seasonal employment or personal subsistence in agriculture or fishing. “Agricultural work”, according to section 1309(2) of the Elementary and Secondary Education Act, as amended, and 34 CFR § 200.81(a), is the production or initial processing of raw agricultural products, such as crops, poultry, or livestock; dairy work; as well as the cultivation or harvesting of trees, that is performed for wages or personal subsistence. The Department does not consider the term “livestock” to include animals hunted or captured in the wild (see MEP Non-Regulatory Guidance (NRG), Chapter II, F6). Therefore, we would not consider hunting wild animals to be qualifying work. The Department considers a crop to be a plant that is harvested for use by people or by livestock. And, the production of crops involves work such as gathering (see MEP NRG, Chapter II, F3 and F4). Therefore, the gathering of wild plants such as roots and tubers for personal subsistence may be considered qualifying work.

Source: MEP Policy QAs FY18-April2018

VIII. Completing the Certificate of Eligibility (COE)

The Certificate of Eligibility (COE) serves as the official record of Indiana's eligibility determination for each individual migrant child. When a recruiter interviews a migrant family, he or she creates a COE which is then signed by the interviewee. Only persons authorized by the Indiana Department of Education can complete a COE.

The COE is designed to record, on a single form, all information needed to establish a child's eligibility for the MEP. An independent, outside reviewer should be able to review a completed COE and agree with the eligibility determination.

Within one (1) working day of completing the handwritten COE, the recruiter is responsible to transcribe the same information into our state database, creating an electronic version of the COE. However, the handwritten COE remains the official, legal document and is maintained by the Indiana Department of Education for the duration of the COE's validity.

The Indiana COE contains all data elements required by the U.S. Department of Education (ED) Office of Migrant Education (OME). These requirements, along with more detailed explanations of required data fields, are published in an OME guidance document entitled *The National Certificate of Eligibility*. This document can be accessed using the link below.

<https://www2.ed.gov/programs/mep/coepdf2017.pdf>

General Instructions

1. Include all children with the same family and eligibility data on the same COE. A separate COE must be completed for each child in the family who:
 - has different guardian parents;
 - resides in a different residence; or
 - has different eligibility data, including a different QAD.
2. The recruiter must **not** include any child who:
 - was born after the qualifying move;
 - is not eligible to receive a free public school education (e.g., has graduated from a high school; or
 - did not make the qualifying move described on the COE.
3. Only eligible children (age zero through 21), are to be included on the COE. If some of the children in a family are not eligible, note their names and the reason for that determination in Section VI, Additional Comments.
4. A COE must be completed every time a child makes a new qualifying move. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. Special cases are described in the instructions for Section III, Qualifying Move and Work.
5. It is critical that all data elements and sections of the COE be completed. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) in the appropriate blank. All other information must be provided.

6. The COE must be completed neatly, in **blue** ink.
7. The signature of the parent (or person providing the information) must be obtained on every COE. The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. If the parent is unable to sign his or her name, the parent must mark an “X” in the signature section and the recruiter must print the parent’s name and relationship to the child in the Comments section. If a parent refuses to sign his or her name, the recruiter must document the parent’s refusal in the Comments section and print the parent’s name and relationship to the child.
8. Once the paper COE is completed, the recruiter is responsible to transcribe the same information into our Indiana’s MEP database within one (1) working day, creating an electronic version of the COE. The electronic version of the COE facilitates easy exchange of and access to this information by authorized individuals in Indiana and other states. This, in turn, helps to minimize disruption to migrant children’s education caused by frequent moves.
9. Within two (2) working days of the recruiter completing an electronic COE in Indiana’s MEP database. The assigned staff will review the electronic COE. If any errors or inconsistencies are found, the recruiter will be notified and the requested changes should be completed within one (1) working day.
10. Once a COE has been completed and input into Indiana’s MEP database, the recruiter should store the handwritten COE in a secure place. The handwritten COE should then be given to IDOE personnel at the next staff meeting.

Sources:

National COE Form and Instructions, 2017, <https://www2.ed.gov/programs/mep/coepdf2017.pdf>

National ID&R Curriculum, V 3.0, 2017, <https://results.ed.gov/idr-curriculum>

Indiana Migrant Education Program--National Certificate of Eligibility (COE)

COE # _____

I. Family									
Male Parent/Guardian 1 Last Name				Male Parent/Guardian 1 First Name					
Female Parent/Guardian 2 Last Name				Female Parent/Guardian 2 First Name					
Current Address:			City:		ZIP:		State:	Phone:	
							IN		
County:	Cabin #:	Camp:			Crew Leader/Employer:			Residency Date:	
II. Children									
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	BD Verification Code	MB Flag	Race / Ethnicity
IN School of Residence		STN #		Grade	Birthplace (City, State, Country)				
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	BD Verification Code	MB Flag	Race / Ethnicity
IN School of Residence		STN #		Grade	Birthplace (City, State, Country)				
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	BD Verification Code	MB Flag	Race / Ethnicity
IN School of Residence		STN #		Grade	Birthplace (City, State, Country)				
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	BD Verification Code	MB Flag	Race / Ethnicity
IN School of Residence		STN #		Grade	Birthplace (City, State, Country)				
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	BD Verification Code	MB Flag	Race / Ethnicity
IN School of Residence		STN #		Grade	Birthplace (City, State, Country)				

III. Qualifying Moves and Work				
1. The child(ren) listed on this form moved due to economic necessity from a residence in:				
school district	city	state	country	
to a residence in:				
school district	city	state		
2. The child(ren) moved (complete both a and b):				
a. _____ as the worker OR _____ with the worker OR _____ to join or precede the worker				
b. The worker _____ is _____ the child or the child's _____ parent/guardian _____ spouse				
i. (complete if "to join or precede" is checked in #2a) The child(ren) moved on _____ (MM/DD/YY).				
The worker moved on _____ (MM/DD/YY). (Provide comment)				
3. The Qualifying Arrival Date was _____ (MM/DD/YY)				
4. The worker moved due to economic necessity:				
on _____ (MM/DD/YY).				
from a residence in:	School District	City	State	Country
to a residence in:	School District	City	State	
AND				
a. _____ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR				
b. _____ actively sought new qualifying work AND has a recent history of moves or qualifying work (Provide comment).				
5. The qualifying work, _____ was (make a selection in both a. and b.):				
a. _____ seasonal OR _____ temporary employment				
b. _____ agricultural OR _____ fishing work				
If applicable, check: _____ personal subsistence (Provide Comment)				
6. (complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:				
a. _____ worker's statement (provide comment), OR				
b. _____ employer's statement (provide comment), OR				
c. _____ State documentation for _____ employer name				
IV. Comments for Qualifying Move Section, if applicable.				
2b.				
4a. or 4b.				
5				
6a. or 6b.				
V. Expected Departure				
Planned Move To City: _____ State: _____				
Date: _____ Not Determined at this Time				
VI. Interviewee Signature				
I understand the purpose of this form is to help the State determine if the child(ren)/ youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewee of this form is true and correct.				
Entiendo que este documento tiene como propósito ayudar al Estado a determinar si el (los) menor(es) que aparece(n) aquí califica(n) para el Programa de Educación para Migrantes (MEP), por sus siglas en inglés, del Título I, Parte C. De acuerdo con mi conocimiento, toda la información que proporcioné en este formulario es verdadera y correcta.				
Signature/ Firma		Relationship to Child/Relación con niño(a)		Date/ Fecha
VII. Eligibility Data Certification				
I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6599 and implementing regulations, and thus eligible as such for MEP reflected above. I am satisfied that these children are migratory children as defined in reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.				
Signature of Interviewer		Date		
Signature of Designated SEA Reviewer		Date		

Data Fields on the COE

The following instructions, based on the U.S. Department of Education, Office of Migrant Education (OME) national COE requirements, serve as a step-by-step guide for Indiana MEP staff in completing the original, handwritten COE document.

The Sections of the COE are:

- I. Family
- II. Children
- III. Qualifying Move & Work
- IV. Comments for Qualifying Move Section
- V. Expected Departure
- VI. Additional Comments
- VII. Parent / Guardian / Spouse / Worker Signature
- VIII. Eligibility Data Certification

I. Family Data

In this section of the COE, the recruiter will record the contact information for the child(ren) and name of the child(ren)'s parent(s)/guardian(s). This information is used to uniquely identify the child(ren) and for follow-up contact with the family.

- **Parent/Guardian 1 [Last Name(s), First Name]** Record the name of the individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Parent/Guardian 2 [Last Name(s), First Name]:** Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Current Address:** Physical address where the child(ren) currently resides, including the complete name of the street or road where the child(ren) currently resides.
- **City:** The name of the city or town where the child(ren) currently resides.
- **Zip:** The five digit zip code where the child(ren) currently resides. Online sources such as Google Earth and Bing Maps are useful in determining the zip code.

- **State:** “IN” (already completed)
- **Phone:** The family’s telephone number, including area code. If no telephone number is available, write a dash (-). The recruiter can add up to two phone numbers.
- **County:** The name of the Indiana county where the child(ren) currently resides. Online sources such as Google Earth and Bing Maps are useful in determining the county.
- **Cabin:** If the Current Address is part of a larger complex, write the specific number of the child(ren)’s residence (e.g. cabin number in migrant camp, apartment number, hotel room number, trailer number in trailer park).
- **Camp:** If applicable, the name of the migrant camp, apartment complex, hotel, or trailer park where the child(ren) currently resides
- **Crew Leader/Employer:** The name of the crew leader/employer with whom the eligible worker sought or obtained employment
- **Residency Date:** The date that the child entered the present school district. In many cases, this will be the same as the Qualifying Arrival Date (QAD). However, if the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency data will be later than the QAD. Use the date format MM/DD/YY.

II. Children

This section of the COE collects information needed to uniquely identify each child on the COE. A recruiter should include all children with the same family and Qualifying Arrival Date on the same COE.

- **Last Name 1** – Record the legal last name of each eligible child in the family. If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez) in this field.
- **Last Name 2:** If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., Garcia) in this field. If the child does not have a multiple or hyphenated name, write a dash (-).
- **Suffix** – If applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-).
- **First Name:** Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

- **Middle Name:** Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-).
- **Sex:** The child's sex: "M" for male or "F" for female
- **Date of Birth (DOB):** Record the month, day and year the child was born. Use the date format MM/DD/YY.
- **Birth Date Verification Code (DOB Code)** – Use the appropriate code below that corresponds to the evidence used to confirm each child's birth date. (See list below).

A *birth certificate* is the best evidence of the child's birth date and is the preferred verification document. If a birth certificate is not available, the interviewer may use another document to confirm the child's birth date and to confirm spelling of the child's and parents' names, including any of those listed below. If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases, the interviewer should record "07" – the number that corresponds to "parent's affidavit".

03 – baptismal or church certificate	10 – previously verified school records
04 – birth certificate	11 – State-issued ID
05 – entry in family Bible	12 – driver's license
06 – hospital certificate	13 – immigration document
07 – parent's affidavit/self	82 – life insurance policy
08 – passport	99 – other
09 – physician's certificate	

- **Multiple Birth Flag (MB)** - Mark "Y" for "yes" if the child is a twin, triplet, etc., or a dash (-) if not applicable (i.e., the child is *not* a twin, triplet, etc.)
- **Race/Ethnicity** – Record the code number for the race/ethnicity of the child. (See list below).

1 – American Indian or Alaskan Native	5 – White
2 – Black or African American	6 – Multiracial (two or more races)
3 – Asian	7 – Native Hawaiian or Other Pacific Islander
4 – Hispanic/Latino (of any race)	

- **IN School of Residence** – School name and number of the school where the student attends or resides.
- **STN – Write the Indiana Student Test Number (STN)**
- **Grade** – Record the highest grade level in which the child has already enrolled at the time of the interview. For young children who have not yet enrolled in school, record “P” for “preschool” followed by their age. The grade level should be one of the following:

P1, P2, P3, P4, P5 – Children aged 0 to 5 who have not yet enrolled in school
K-12 – Children who attend school, regardless of age. In the summer, record the last grade in which the child enrolled, <i>not</i> their next grade level.
OS (out-of-school) – Youth up to age 21 who have dropped out of school without graduating or who have never attended school in the United States. <i>Do not</i> record the grade in which the child was last enrolled prior to dropping out.

- **Birthplace** – Record the name of the child’s birth city, state, and country (if outside of U.S).

III. Qualifying Moves & Work Section

This section of the COE records the qualifying move and qualifying work information. Throughout this section, the term “worker” refers to the child(ren)’s parents/guardian or spouse who is a migratory agricultural worker or migratory fisher. The term “qualifying work” as used in this section refers to new temporary or seasonal employment (or personal subsistence) in agriculture or fishing. This information establishes the child’s eligibility for the program.

On the COE, this section appears as follows, but it has been broken up in this document into Subsections 1-6 for clarity of explanation.

III. Qualifying Moves and Work				
1. The child(ren) listed on this form moved due to economic necessity from a residence in:				
school district	city	state	country	
to a residence in:				
school district	city	state		
2. The child(ren) moved (complete both a and b):				
a. _____ as the worker OR _____ with the worker OR _____ to join or precede the worker				
b. The worker _____ is _____ the child or the child's _____ parent/guardian _____ spouse				
i. (complete if "to join or precede" is checked in #2a)				
		The child(ren) moved on _____ (MM/DD/YY).		
		The worker moved on _____ (MM/DD/YY). (Provide comment)		
3. The Qualifying Arrival Date was _____ (MM/DD/YY)				
4. The worker moved due to economic necessity:				
on _____ (MM/DD/YY),				
from a residence in:	School District	City	State	Country
to a residence in:	School District	City	State	
AND				
a. _____ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move). OR				
b. _____ actively sought new qualifying work AND has a recent history of moves or qualifying work (Provide comment).				
5. The qualifying work, _____ was (make a selection in both a. and b.):				
a. _____ seasonal OR _____ temporary employment		*if applicable, check:		
b. _____ agricultural OR _____ fishing work		_____ personal subsistence (Provide Comment)		
6. (complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:				
a. _____ worker's statement (provide comment). OR				
b. _____ employer's statement (provide comment). OR				
c. _____ State documentation for _____ employer name				

1. "The child(ren) listed on this form moved from a residence in (School District/City/State/Country) to a residence in (School District/City/State)."

- **from a residence in _____** (School District/City/State/Country). This location is the child(ren)'s last place of residency immediately prior to the qualifying move. Note that the child(ren) might have made subsequent non-qualifying moves.
- **to a residence in _____** (School District/City/State). This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join, the worker. A qualifying move can never be made to a country outside of the United States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.
- **Always include:**
 - Move from City and State
 - Move to School District, City, and, State
- Include Move from School District if qualifying move took place within a single city with multiple school districts
- Include Move from Country if it is outside of the United States

2. “The child(ren) moved (complete both a. and b.)”:

a. ☐ on own as a worker, OR ☐ with the worker, OR ☐ to join or precede the worker.”

Mark only one box, using the following criteria:

- **on own as a worker** – The child is the worker.
- **with the worker** – The parent, guardian, or spouse is the worker. The child and worker moved together.
- **to join or precede the worker** - The parent, guardian, or spouse is the worker. The child and worker moved at different times, (within 12 months). If this box is marked, also complete “I” under 2b.

“b. The worker, _____ is the child or the child’s ☐ parent ☐ spouse ☐ guardian.”

- **Write the first and last name of the worker.** That is, the parent, spouse, guardian, or child who obtained qualifying work, resulting in eligibility of the child(ren) for the MEP.
- Mark only one box. Do not mark a box if the child is the worker.

“i. (complete if “to join or precede” is checked in 2a.) The worker moved on_____. The child(ren) moved on_____. (provide comment)”

- **Only** complete if the child moved **to join or precede the worker**.
- Write the date in **MM/DD/YY** format
- Indicate the date the worker moved in order to obtain qualifying work. Also write in the date the child(ren) moved in order to join or precede the parent, spouse, or guardian who obtained qualifying work. These should be within 12 months of each other.
- The reason for the different moves should be explained in Section IV, Comments for Qualifying Move.

3. “The Qualifying Arrival Date (QAD) was _____” \

- Write the date in **MM/DD/YY** format
- The QAD is the date of the most recent **qualifying move**, not necessarily the most recent move (as some moves are non-qualifying).
- The QAD is the date that the child’s three-year (36 month) eligibility term for the MEP begins.
- If the child moved to join or precede the worker, write the later date (i.e., the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved).

Type of Qualifying Move <u>The child....</u>	Qualifying Arrival Date (QAD)--Eligibility Begins The QAD is. .
... moved <u>with</u> the worker.	... the date the <u>child and worker both arrived</u> in the district.
... moved <u>before</u> the worker moved.	...the date the <u>worker arrived</u> in the district where the child was residing
... moved to join the worker <u>after</u> the worker moved.	...the date the <u>child arrived</u> to join the worker.

4. The worker moved due to economic necessity on _____ (MM/DD/YY)

From a residence in _____ (School District/City/State/Country) to a residence in _____ (School District/City/State) and mark one of the following boxes:

- a. engaged in new qualifying work soon after the move (provide comment if worker engaged in qualifying work more than 60 days after the move), OR

- Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another, and, soon after doing so, engaged in new temporary or seasonal employment (or personal subsistence) in agriculture or fishing.
- Explain in the Comments section if the worker is determined to be a migratory agricultural worker or migratory fisher based on his or her engagement in new qualifying work more than 60 days after the qualifying move described in #4.

- b. actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

- Mark this box if the individual listed as the worker in #2b, moved due to economic necessity from a residence in one school district to another and actively sought new qualifying work before or after the qualifying move described in #4, and has a recent history of moves for qualifying work.
- Explain in the Comments section how and when the worker actively sought new qualifying work. For example, the individual stated that he or she (or someone on his or her behalf) applied for qualifying work at a particular agricultural or fishing job site, or applied at a center that coordinates available qualifying work.
- Explain in the Comments section the worker's recent history. For example, the recruiter could write, "worker moved from Brownsville, Texas, to Decatur, Michigan, and planted tomatoes in May 2016, and moved from Decatur, Michigan to Presque Isle, ME, and picked potatoes in October 2016."

5. The qualifying work _____, was (make a selection in both a. and b.):

- a. ☐ seasonal OR ☐ temporary employment
- b. ☐ agricultural OR ☐ fishing work

**If applicable, check:*

☐ personal subsistence (provide comment)

- **In the space**, describe the agricultural or fishing work, using the worker's action (e.g., "picking") and the crop (e.g., "strawberries"). For example: tasseling corn; planting tomatoes; picking strawberries; thinning apples; and harvesting cucumbers.
 - Use the format: *verb(ing) + noun*
 - Be careful of spelling.
- **seasonal OR temporary employment**
 - Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, it may not be continuous or carried on throughout the year.
 - Mark the box for "temporary employment" if the employment lasts for a limited period of time, up to 12 months. Work lasting less than 12 months is not necessarily considered temporary employment. The

worker must provide a statement that he/she **does not intend to remain** in that employment indefinitely or the employer states that the worker **was hired for a limited time frame**, or the SEA has determined on some other reasonable basis that the employment is temporary. If temporary employment is marked, the recruiter must complete item 6 in this COE section and write a comment in Section IV. Comments for Qualifying Move Section. All COEs with a temporary qualifying activity will receive additional quality control review.

- **agricultural OR fishing work**
 - Mark the box for “agricultural work” if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees.
 - Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. Fishing work is not typically found in Indiana, but this box may be checked for families whose qualifying work occurred outside of Indiana.
- Mark the box for **personal subsistence** if the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops they produce. If checked, provide comments in Section IV, Comments for Qualifying Move. Personal subsistence is rarely applicable in Indiana.

6. (complete if “temporary” is checked in 5a) The work was determined to be temporary employment based on:

- a. ☐ worker’s statement (provide comment), **OR**
- b. ☐ employer’s statement (provide comment), **OR**
- c. ☐ State documentation for (Employer Name).

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker’s family (e.g., spouse) if the worker is unavailable
- If this section is completed, it must be accompanied by a comment in *Section IV. Comments for Qualifying Move Section*.
- Refer to the National COE Instructions for further explanation of this section.

IV. Comments for Qualifying Move Section:

This section of the COE is used by the recruiter to provide additional information or details needed so that an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reason for determining that the child(ren) is eligible.

- At minimum, explanatory comments must be included if the following items in the Qualifying Move and Work Section are marked:
 - #2bi: The child(ren) and worker moved separately
 - #4a: The worker engaged in new qualifying work more than 60 days after the qualifying move.
 - #4b: The worker did not engage in new qualifying work soon after the qualifying move. In this case, the recruiter must document that:
 - The worker actively sought new qualifying work; AND
 - The worker has a recent history of moves for qualifying work
 - #5: The worker is a migratory agricultural worker or migratory fisher on the basis of "personal subsistence."
 - #6a or #6b: The employment is temporary based on the worker's statement or the employer's statement.
- Additionally, explanations may be appropriate if:
 - The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
 - The qualifying work activity is unusual for Indiana or being performed outside of the usual season.
 - The qualifying move is of short duration (e.g., one week) or short distance (e.g., neighboring school districts).
 - The person who provided the information on the COE form is not the worker.
 - The qualifying move could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity. In this case, the recruiter should explain why the move was for economic necessity.

V. Expected Departure

This section of the COE is used by Indiana service providers to plan services. It can also be used to notify other states, via MSIX, of families' plans to move to their state.

The recruiter should ask the family if they already have plans to make another move. If so, provide the city and state of their destination and the anticipated date of their next move.

VI. Parent/Guardian/Spouse/Worker Signature

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, and Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature _____ Relationship to the Child _____ Date _____

- The interviewee must sign and date the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.
- The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source.
- If the parent is unable to sign his or her name, the parent must mark an “X” in the signature section and the recruiter must print the parent’s name and relationship to the child in Section VI, Additional Comments. If a parent refuses to sign his or her name, the recruiter must document the parent’s refusal in Section VI, Additional Comments, and print the parent’s name and relationship to the child.

VIII. Eligibility Data Certification

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer _____ Date _____

Signature of Designated SEA Reviewer _____ Date _____

The Field Recruiter must sign and date the COE on the day the interview is conducted to verify the accuracy of the written information.

The Migrant Education Specialist or Statewide ID&R Field Specialist that completes the approval process must sign and date the COE to ensure that the written documentation is valid and sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP.

Tips for Correctly Completing a Certificate Of Eligibility (COE)

The paper COE is an official, legal document and is maintained by the Indiana Department of Education for the duration of a child's eligibility (36 months from the QAD). As such, it is important that handwritten COEs be completed neatly and accurately.

Accuracy

- Repeat information back to the interviewee to make sure you have understood.
- Take special care in the spelling of names and places.
- Incorrect Family or Child data can prevent a child from being correctly linked to his/her past records in Indiana's data system and MSIX. This can impact the MEP's ability to efficiently serve that child.

Completeness

- It is critical that all data elements and sections of the COE be completed. Some data fields will cause a COE to be rejected by the reviewer if they are left blank.
- If a data field has no response, (e.g., a child with no middle name) the space should be filled with a dash (-).

Format

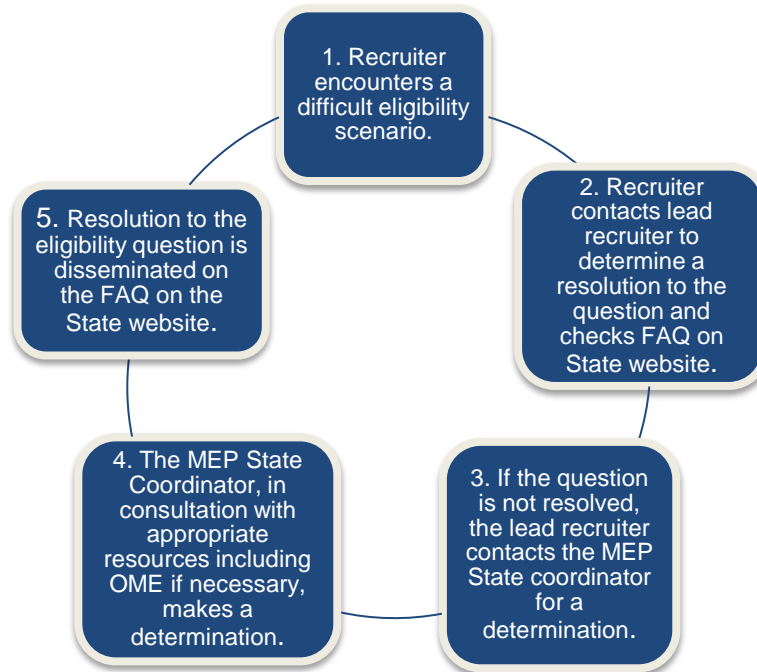
- Qualifying Work Descriptions should always follow the format [verb(ing) + noun]
- All dates must be written in MM/DD/YY format

Penmanship

- Always print legibly in English, using **blue ink**.
- An independent, outside reviewer should be able to confirm your eligibility determination based off the handwritten COE.

Resolving Eligibility Questions Flowchart

When MEP staff or ID&R Field Specialists (recruiters) encounter questions related to eligibility of a particular student or family, the State uses the follow process for resolving questions and disseminating guidance on the responses.



Tips for Correctly Creating a COE

It is difficult to obtain perfect information from an oral interview, especially in the types of situations where COE interviews take place (e.g., on a family's doorstep with plenty of distractions). Minor misunderstandings of demographic information (i.e., name, place of birth, date of birth, grade) are common. Even if the COE you complete is perfect, perhaps the student already has a pre-existing student record with errors. All of this demonstrates the need for good interviewing and data entry practices. Inconsistencies in demographic information are the most common cause of errors in matching students to their pre-existing student record.

The following are two practices that can reduce errors in recording demographic data:

1. **Be careful in the COE interview.** Repeat answers back to the interviewer for confirmation and ask for the spelling of names and places. Ask if a written document is available with the child's information. Our Indiana database can never be correct if the information gathered in the COE interview is not correct.

2. **Be careful when inputting data into Indiana database.** Use the internet to confirm place names and common spelling of names. Search for existing records smartly and carefully. The information you enter in our database will stay for years to come and will be disseminated to other states, so please be careful with it.

IX. Quality Control

The IMEP Quality Control Plan outlines procedures to ensure the accuracy of eligibility determinations and serves as a guide for IMEP staff in implementing these procedures. The IMEP Quality Control Plan is intended to meet guidelines established by the US Department of Education (ED) in its Title I, Part C Non-Regulatory Guidance for an acceptable system of quality control.

Non-Regulatory Guidance: Components of an Acceptable System of Quality Control

- Training for recruiters on various aspects of the job;
- A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
- A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
- A process for the SEA to validate that eligibility determinations were properly made;
- Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
- Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
- A process for implementing corrective action in response to internal audit findings and recommendations.

The IMEP Quality Control Plan is made up of the following 3 processes, explained below:

1. Recruiter training
2. COE Verification and Approval
3. Prospective Re-interviews

Recruiter Training

Indiana is home to migrant families at all times of the year, with a relatively large influx of families during the summer months. To meet this ID&R need, each Regional Migrant Center employs at least one permanent staff recruiter for the regular school year and summer school sessions. Each Recruiter is to conduct all interview and make all eligibility determinations. Recruiter training consists of the following elements:

- A. Office-based Training:** The IDOE Migrant Specialist and/or designee will facilitate an annual recruiter training before the start of summer school sessions in conjunction with the regional centers to ensure recruiter staff are adequately trained in ID&R best practices. Migrant Regional Center Directors are encouraged to attend. The training includes, but is not limited to:
 - *ID&R training* – Best practices in ID&R, statewide identification updates, eligibility updates
 - *Indiana Migrant database training/refreshers* – Use of Indiana’s migrant database for inputting COE data
 - *Technology training* – Use of laptops, mobile phones, rental cars, etc.
- B. Field-based Training:** The IDOE Migrant Specialist, and/or designee, will provide ongoing field training to new recruiters within two weeks of hire at a Migrant Regional Center. Additional training and support is to be offered to existing recruiters on an as-needed basis. A third-party partner, designated by IDOE, will provide training to a portion of recruiters on a rotating basis every year.
- C. ID&R Local Plan:** Each regional recruiter completes their individual and regional ID&R local plan. These plans are shared with the Migrant Specialist & ID&R coordinator who provides guidance and support during the year. The Plan should include details for sweeps or mini-sweeps that may occur during the year. The ID&R coordinator works in coordination with the ID&R field specialists to better recruit, identify and serve migrant students in Indiana.

Ongoing Reporting and Support: Recruiters will comply with reporting requirements set forth by the Migrant Regional Centers.

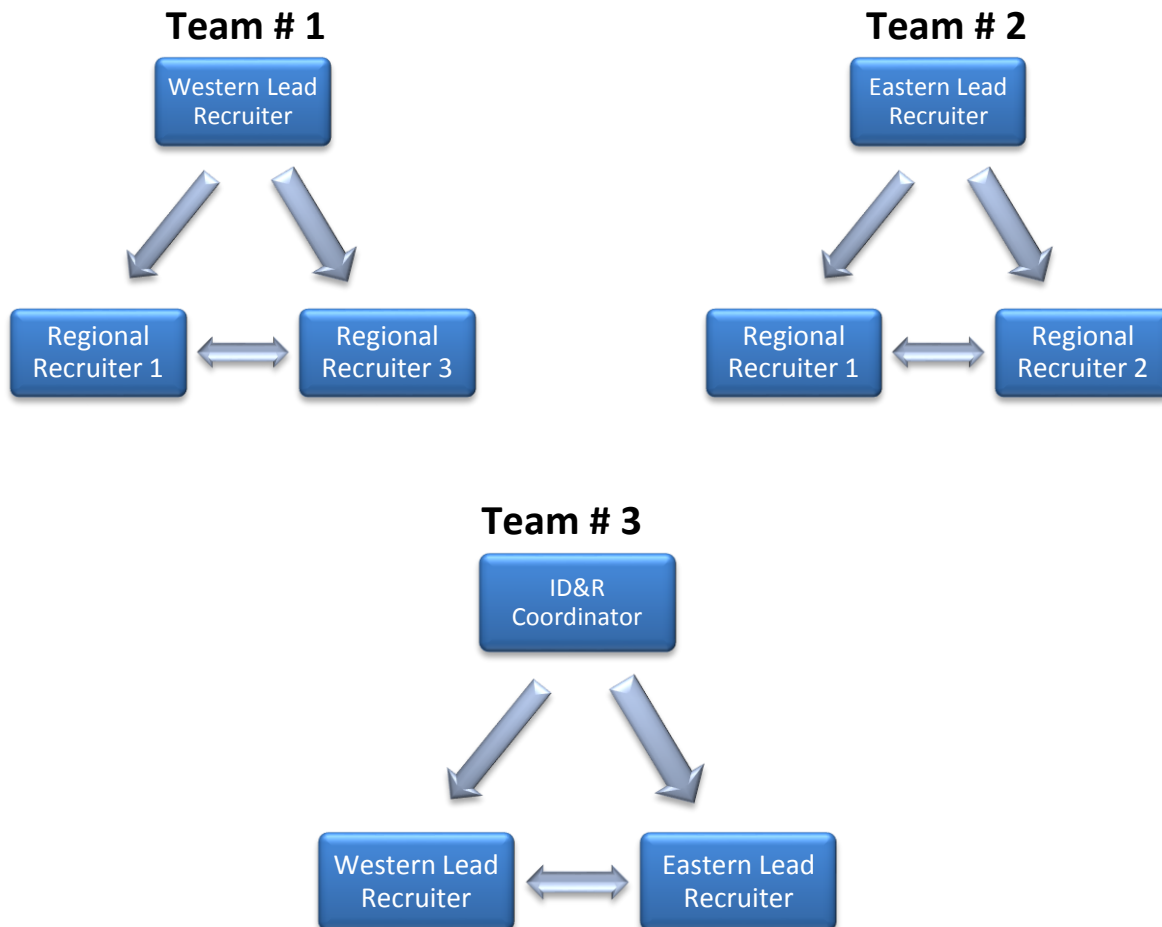
COE Verification & Approval

After an ID&R Field Specialist inputs a COE into our state database, as documented in the *Certificate of Eligibility (COE)* section of this manual, it will be reviewed using our Verification and Approval Protocol. Every ID&R Field Specialist has a “recruiter buddy” who will verify their COEs, and vice versa. All recruiters will be responsible for verifying the COEs of another recruiter. The Migrant Education Specialist or the state lead ID&R Field Specialists are then responsible to approve the COE within 3 working days. The electronic COE is reviewed at both

the verification and approval stage for uniqueness, accuracy, consistency, and whether it meets all eligibility criteria.

Once an ID&R Field Specialist receives a COE from their “recruiter buddy,” the verification process begins. The verifying process has a high priority, the time will start when the verifier receives the COE scan from the recruiter. The Verification and Approval Process should not take longer than 3 days total.

See the charts below for the detailed verification process:



Prospective Re-interviewing

Title I, Part C Non-Regulatory Guidance (question A17) recommends re-interviewing parents or guardians from a representative sample of COEs on an annual basis as part of an effective quality control system. The U.S. Department of Education has published the *Technical Assistance Guide on Re-interviewing* <https://results-assets.s3.amazonaws.com/tools/mep-reinterviewing-guide-dec-10.pdf>

IMEP follows the above recommendation as part of its quality control system, referring to the process as “Prospective Re-interviewing.” Prospective Re-interviewing is conducted annually, aligned with MEP’s federal reporting period of September 1 to August 31 each year. IMEP’s Prospective Re-interviewing was last conducted by an outside contractor in the 2017-2018 reporting period. The IMEP performs Prospective Re-interviewing internally, the following process is used, in compliance with the *Technical Assistance Guide on Re-interviewing*:

- A. IMEP chooses a sample of children for re-interview.
 - Indiana uses a “systematic random” sample
 - Intended sample size is 50 children
 - IMEP estimates:
 - Expected sampling universe. This is the number of children, ages 3 through 21, who will be recruited during the reporting period, based on previous years’ CSPR Category 1 child counts excluding children who did not have a new COE during the reporting period.
 - Expected response rate. This is based on previous years’ experience.
 - IMEP makes the following calculation:
 - $[(\text{Expected sampling universe} \times \text{Expected Response Rate}) / (\text{Intended Sample Size})] = \text{Multiple of Child to Re-interview}$
 - For example, if expected sampling universe=1000, expected response rate=0.75, and intended sample size=50, calculate $(1000 \times 0.75) / 50 = 15$. Thus, every 15th child determined eligible on a COE during the reporting period should be re-interviewed.
- B. IMEP trains permanent staff or intermittent staff recruiters in conducting prospective re-interviews.
- C. Prospective Re-interviews are then conducted in the following manner:
 - The Migrant Specialist conducts prospective re-interviews on a rolling basis within 2 weeks of the original family interview.
 - The recruiter who completes the re-interview:
 - Must not be the same recruiter who completed the original COE
 - The recruiter who completes the re-interview returns the completed re-interview form to the IMEP Specialist.
 - The IMEP Specialist then compares the re-interview information to the original COE, using a checklist to tally errors detected in specific data fields.
- D. If the re-interview finding is that the child does not qualify for the MEP, the IMEP specialist conducts an additional review before making a final determination of the child’s MEP eligibility.

X. MSIX

The Office of Migrant Education's (OME) migrant student records exchange initiative is a compilation of several projects, outreach efforts, and tools focused on creating the most effective national records transfer system.

The purpose of MSIX is to ensure greater continuity of educational services for migrant children by providing a mechanism for all States to exchange educational related information on migrant

children who move from State to State due to their migratory lifestyle. It is anticipated that the existence and use of MSIX will help to improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and reduce incidences of unnecessary immunizations of migrant children. Further, MSIX will facilitate the accrual of course credits for migrant children in secondary school by providing accurate academic information on each student's course history and academic progress. In addition, States are able to notify each other when a migrant student is moving to a different State.

Source: Office of Migrant Education 2018 website.

<https://www2.ed.gov/admins/lead/account/recordstransfer.html>

Each state is responsible for enrolling new students and entering updated information into the computer to keep the database current. Indiana is currently using MIDAS (Migrant Database System) and is in the process of transitioning to a new MIS2000 database. MSIX2000 will allow our state to store data from COEs, education records, health information, as well as additional information (such as evaluation data) the state needs to collect.

The Migrant Student Information Exchange (MSI) system is the technology that allows states to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migratory student information systems that States currently use (MIS2000 in Indiana) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

IDOE and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to the MSIX system. MSIX produces a single "consolidated record" for each migrant child that contains information from each State in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or State, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in the MEP. Contacts from previous enrollments are used if further information is needed.

It is the responsibility of the MEP data specialist, the regional coordinator, and regional clerk to update school or program records. Once all the applicable information is collected, it should be transmitted to MIS2000 and through daily uploads to MSIX within 10 days of enrollment and within 30 days after the end of a school or program term.

Indiana Migrant Education recruiters must search in MSIX for each identified migrant student in the state. The MSIX Id number needs to be included in the student's profile in our database. This will help nationwide Migrant Education Program to maintain the most accurate student information to better serve our migrant students and families.

Indiana Department of Education

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